



**THE USE OF DICTOGLOSS TECHNIQUE ON STUDENTS'
ACHIEVEMENT IN WRITING SPOOF TEXT AT SECOND GRADE
OF MADRASAH ALIYAH MUHAMMADIYAH 1 MEDAN**

THESIS

**Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as
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The Researcher

ABSTRACT

Asthia Enita Pasa. 34144020. *The Use of Dictogloss Technique on Students' Achievement in Writing Spoof Text at Second Grade of Madrasah Aliyah Muhammadiyah 1 Medan*. A Thesis. English Department, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

The research was conducted to find out of the improvement of students' achievement in writing spoof text by using dictogloss technique. The population of this study was the grade XI Science of Madrasah Aliyah Muhammadiyah 1 Medan. This research was applied by Classroom Action Research. The technique of analyzing data of this study was applied by quantitative data and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from interview, observation sheet, diary note and documentation. The result indicated that there was an improvement on students' achievement in writing spoof text by using dictogloss technique. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 50 and the highest one was 77; the students' score in post-test I, the lowest score was 60 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 85. In the pre-test, there were 15,38% (4 of 26 students) who got score ≥ 75 . In the post-test I, there were 46,15% (12 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 30.77%. In the post-test II, there were 80.77% (22 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 34.62 %. Based on the data, it was concluded the students' achievement in writing spoof text can improve by using dictogloss technique.

Keywords: Dictogloss Technique, Achievement, Writing, Spoof Text

TABLE OF CONTENT

Validation Page	i
Statement Page	ii
Acknowledgement	iii
Abstract.....	iv
Table of Contents	v
List of Tables	viii
List of Appendices	ix
CHAPTER I : INTRODUCTION	1
A. Background of the Study.....	1
B. Statement of the Problem	4
C. Research Questions	4
D. Purposes of the Study.....	4
E. Significances of the Study.....	5
F. Limitation of the Study	5
CHAPTER II : LITERATURE REVIEW.....	6
A. Review of Literature	6
1. Students' Achievement	6
2. Writing Skill.....	7
a. Writing Process	9
b. Purpose of Writing	10
c. Genre Writing	11
d. Characteristics of Genre Writing.....	13
e. Concept and Genre of Text.....	13

3. Concept of Spoof Text	15
a. Definition of Spoof Text	15
b. Generic Structure of Spoof Text.....	16
c. Language Feature of Spoof Text	17
d. Example of Spoof Text.....	17
e. Generic Structure Analysis	18
4. Concept of Dictogloss Techniques.....	18
a. Definition of Dictogloss Technique	19
b. Aim of Dictogloss.....	20
c. Procedures of Teaching Writing by Using	
Dictogloss Technique	20
d. The Advantages and Disadvantages of Teaching Writing	
by Using Dictogloss Technique.....	22
B. Conceptual Framework	23
CHAPTER III : RESEARCH METHOD	25
A. Research Design.....	25
1. Characteristic of Classroom Action Research.....	26
2. Aim of Classroom Action Research.....	26
3. Procedures of Classroom Action Research	26
B. Research Setting and Sample	27
C. Data Collection.....	28
1. Quantitative Data.....	28
a. Test	29
2. Qualitative Data.....	29
a. Interview	29

b. Observation.....	29
c. Diary Note	30
d. Documentation	30
D. Data Analysis	30
E. Research Procedure	31
1. Pre-cycle.....	32
2. Cycle I.....	32
3. Cycle 2	33
F. Trustworthiness	34
CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....	36
A. Data Description.....	36
1. The Quantitative Data	36
2. The Qualitative Data	46
B. Research Finding.....	48
1. Cycle I	48
2. Cycle II.....	50
C. Discussion	51
CHAPTER V : CONCLUSION AND SUGGESTION.....	53
A. Conclusion	53
B. Suggestion	54
BIBLIOGRAPHY	55
APPENDICES	57

LIST OF TABLE

4.1.	The Students' Score in the Pre-Test	37
4.2	The Precentage of the students' Score in the Pre-Test	39
4.3	The Students' Score in Post-Test of the First Cycle	39
4.4	The Precentage of the students' Score in Post-Test of	
	the First Cycle.....	41
4.5	The Students' Score in the Post-Test of the Second Cycle	42
4.6	The Precentage of the students' Score in Post-Test of Cycle II	43
4.7	Data Analysis of the students' score in Pre-Test, Post-Test	
	of the First and the Second Cycle.	44
4.8	The Percentge of the Students' Ability in Writing Spoof Text	
	by Using Dictogloss Technique in the First and the Second Cycle....	45

LIST OF APPENDICES

Appendix I	Lesson Plan	57
Appendix II	Instrument of Evaluation	65
Appendix III	Key of the Answer	68
Appendix IV	The Students' Answer.....	71
Appendix V	Interview Sheet	74
Appendix VI	Observation Sheet.....	78
Appendix VII	Diary Note	80
Appendix VIII	Documentation.....	83

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that the people in the world use to communicate one to another. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere by the help of developing technology. English has been playing a major role sectors including education, which is the most important arena where English is needed.

In learning English, there are four skills that must be mastered by students in their study. They are speaking, listening, reading, writing. One of the important language skills is writing skill, it can be seen obviously in daily life that through writing people can produce a letter, a diary book and a thesis.

Writing is the most difficult language skills. In writing process students always involve thinking skill and creative skill. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feeling through writing.¹ It means that writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. It involves several components which have to be considered while a learner is writing. Writing is the one of skills which has to be mastered by students.

¹ Jeremy Harmer, (2007), *How to Teach Writing*, (4th Ed), Edinburgh Gate :Longman, p. 31

Since writing is the most difficult language skill students face a lot of problem. Based on curriculum KTSP of English subject at Senior High School, students are taught several text in learning and teaching process. They are procedure, recount, narrative, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion, review text, and spoof text. In this research the researcher will focus on spoof text.

According to Gerot and Wignell, spoof text is a text to retell an event with a humorous twist.² It means that spoof text is a text which tell factual story with unpredictable ending. The social function of spoof text is to tell an event with humorous twist and entertain the reader. According to Budi, the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So if there is no twist in the end of the text, it will not be a spoof text.

Based on the teacher's assumption in Madrasah Aliyah Muhammadiyah 1 Medan, there are some factors why the students might think that writing is difficult. First, they find difficulties in gathering their ideas and organizing them in a good pragraph unity. Second, students do not have many ideas of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of free writing. Finally, most students only focus about not make errors - spelling, grammar, punctuation – to their writing than strengthening their ideas to be vivid, but the most important part is how the writers can give clear views through their writing.

² Priscilla Orianda, (2013), *Journal of English Language Teaching*, (vol 1 no 2), p.4

Responding to these problems, teachers hold an important role in solving students' problem in writing. Making the teaching - learning process interesting and meaningful, teachers can apply technique in the process to increase students' writing achievement. In this case, dictogloss technique makes students get their own ideas and put them down in a good text. Dictogloss is facilitating the learners to write fluently.

According to Thornbury in Harmer, dictogloss is the technique in which students re-create a text or story that the teacher reads to them.³ George says, dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher.⁴ Based on the explanation above, the researcher assumes that dictogloss is the technique in which students work together to create a text or story by the teacher to the students. Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Because of that, by writing spoof text were more progress if the class were taught by using dictogloss technique.

Based on the explanations above, the researcher focused on conducting a research in order to investigate : The Use of Dictogloss Technique on Students' Achievement in Writing Spoof Text at Second Grade of Madrasah Aliyah Muhammadiyah 1 Medan.

³ Jeremy Harmer, (1998), *The Practice of English Language Teaching*, New York : Longman, p.74

⁴ Jacob George, (2003), *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, (the reading matrix vol 3 no 1), p.1

B. Statement of the Problems

1. The students find difficulties in gathering their ideas and organizing them in a good paragraph unity.
2. The students do not have many ideas of what to write and how to start writing.

C. Research Questions

1. Can dictogloss technique improve the students' achievement in writing spoof text at second grade of Madrasah Aliyah Muhammadiyah 1 Medan?
2. How does dictogloss technique improve the students' achievement in writing spoof text at second grade of Madrasah Aliyah Muhammadiyah 1 Medan?

D. Purposes of the Study

The purpose of this research are :

1. To find out the improvement of students' achievement in writing Spoof Text through Dictogloss technique at Second Grade of Madrasah Aliyah Muhammadiyah 1 Medan.
2. To describe whether dictogloss technique can improve the students' achievement in writing Spoof Text at Second Grade of Madrasah Aliyah Muhammadiyah 1 Medan.

E. Significances of the Study

The finding of this study were expected to be useful and relevant :

1. Theoritically, to develop and enhance the concept and knowledge about teaching writing spoof text by using dictogloss technique.

2. Practically

For the teachers, to selected dictogloss technique as better way increasing students' achievement in writing spoof text. For the students, to improved students ability in writing spoof text by using dictogloss technique. For the next researchers, to developed the knowledge about teaching writing spoof text by using dictogloss technique.

F. Limitation of the Study

Based on the background and the statement of the problems above, the researcher focus the research on the use of dictogloss technique on students' achievement in writing spoof text at second grade of Madrasah Aliyah Muhammadiyah 1 Medan.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

This chapter designs to elaborate more about some theories related to the research. The theories guide us clearly to understand all the concept of theories. Thus, there will be no missing piece of them.

1. Students' Achievement

Students' achievement is something accomplished successful, especially by means of exertion, skill, practice or perseverance.⁵

In addition, the word "Achievement" drives from a verb "Achieve" which mean : (1) to finish successfully especially for something, anything, (2) To get us the result of an action, and (3) gain the something. Students' achievement means the successful of students in finishing organizing of something; something successfully or gained through skill and hard work.

So, it can be concluded that students' achievement in terms of this research is something called as the result from what students have been done successfully in teaching learning process. It means that they learn, act and gain something is actually done by their own skill.

⁵ Houghton Mifflin. (1996), *The American Heritage Dictionary of The English Language*,. p. 14

2. Writing Skill

In the holy Al-Qur'an, writing is important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam: 1-2

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾

The meaning : (1) Nun. By the pen and what they write down !

(2) By the favour of your Lord, you are not mad⁶

Based on those verses explain that the pen indicates the basic foundation of the knowledge that comes through writing. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself have important roles. Allah SWT says that writing is one of ways to get knowledge to development his knowledge and status in society. The verses is Al-'Alaq :4-5

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

The meaning : (4) Who taught (man) by the pen.

(5) He taught man, what he knew not.⁷

⁶ Basheer Ahmad Mohyidin, (2009), *Qur'an The Living Truth*, New Delhi : Manas Foundation, p. 641

⁷ *Ibid.*, p. 721

This surah begins with the first message from Allah SWT. These verses also explain us that when studying we need pen to write. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin. His development, progress and status mainly depends on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking. One gets the knowledge by different means.

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewriters, and computer. The writing can be formed on the wall of a cave, a piece of pape, or a computer screen.⁸

Writing is one of the ways of sending message or information from the writer to the readers. It will invite both writer and reader in communication process. According to Rimes that writing means of communication in which the writer uses the language to express his or her ideas, thought and feeling that are arranged in.⁹ So that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

In learning writing that one will be able to express their feeling, opinion, ideas in good written. The important thing is that the students should have an interesting idea in their mind. Writing is used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do those activities, but the activities do not teach students to write. This

⁸ Utami Dewi, (2010), *How to Write*, Medan – La-Tansa Press, p.2-3.

⁹ Ann Rimes, (1983), *Techniques in Teaching Writing*, London: Oxford American English, p.3

means that writing skill is very important to train students for being able to write. Besides, having a good skill in writing will lead us to be able to speak what we have written down at the same time.

a. Writing Process

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing.

The process of writing occurs in several stages which are prewriting, drafting, revising, editing and proofreading, and publishing and presenting.¹⁰

1) Prewriting

Prewriting includes exploring the topics, choosing a topic, and beginning to gather and organize details before writing. On the other words, it is the time to consider on the issue and related subtopics that will expand the topic. After that, writer considers about purpose and audience.

2) Drafting

Drafting involves getting the ideas down on paper in roughly the format intended for the finished work. This first touching at a text is often done in the assumption that will be amended later. A number of drafts would be probably produced to have a final product of writing, the ideas will be selectively picked up which is more meaningful.

¹⁰ Utami Dewi, (2010), *How to Write*, Medan – La – Tansa Press, p. 8

3) Revising

It is the stage the writer rework the first draft to improve its content and structure.

4) Editing and Proofreading

Editing and Proofreading involve correcting errors in grammar, spelling and mechanics. The writer improves the content and corrects the mistake by picturing from the first draft. Then, re-read and recheck the all the components of writing.

5) Publishing and Presenting

Publishing and presenting are the sharing of the work with others

In writing process, Imam Al-Bukhari's hadith said that :

قل : فوق في قلبي ؛ فأخذت في جمع الجامع الصحيح

The meaning: Imam al-Bukhari said that, “ So, the words of Rasulullah was absorded in my heart, and then I will begin to collect (writing) a Jami'ush Shahih”.¹¹

b. Purpose of Writing

According to O'Malley and Pierce, there are three purposes of writing that describe the kinds of students writing, those are :¹²

¹¹ M. Nashiruddin Al-Albani, Ringkasan Shahih Bukhari (Jakarta: Gema Insani Press, 2003),p.67

¹² J. Michael O'Malley and Lorraine Valdez Pierce, (1996), *Authentic Assesment for English Language Learners*. Practical Approaches for Teacher, p.137-138

1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. So, writers can share knowledge and give information, direction, or ideas. Examples of informative writing include describing events or experiences, and developing new ideas or relationship, such as biography about well-known someone from the writer's life.

2) Expressive / Narrative Writing

Expressive writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues.

c. Genre of Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Genre as an approach, of course provides some stages or steps to follow.¹³

¹³ I Wy Dirgeyasa, (2014), *College Academic Writing : A genre Based Perspective*, Medan, p.xvii

Basically, teaching and learning writing through genre approach is a matter of mixture among the process the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

In addition, Dirgeyasa add that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writer and reader, and text organization.

Genre based writing should be taught at schools because based on the syllabus teaching writing process will be effective by using approach. Genre approach can develop students' writing skill by requires practice and techniques in execution.¹⁴

Genre-based writing will be different from non-genre based writing. So, it is clear that the essence of the genre based writing (genre of writing) is not a matter of text types either in spoken or written language but it is about a typical of text with its own features, variables, attributes, and characteristics. The genre based writing is an approach to how writing is viewed and seen. It can be said that seeing writing through genre approach will produce a typical writing work.

¹⁴ *Ibid.*, p.4

d. Characteristics of Genre Writing

There are three characteristics of genre based writing, they are :¹⁵

1) Communicative Purpose

Every written text must have clear purpose or social function that every information, message, and idea must be effectively packaged in a form of certain text.

2) Rhetorical Structure

Through rhetorical structure a good written text is arranged in a rhetorical way through some elements.

3) Grammatical pattern or linguistic features

Each sentence is connected by using appropriate and grammatical pattern. Every genre writing has its own characteristics in term of textual element which have its own function.

e. Concept and Genre of Text

A text is a meaningful linguistic unit in a context. A linguistic is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context.

A text is both a spoken text and written text. A spoken text is any meaning spoken text. It can be a word or phrase or a sentence or a discourse. A spoken discourse can be a notice or a direction or an advertisement or a paragraph or an

¹⁵ I Wy. Dirgeyasa, (2012), *Maritime English Writing : A genre Based Approach* , Medan, p.3

essay or an article or a book etc. A text refers to any meaningful short or long spoken or written text.¹⁶

Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Generic structure and language feature are dominantly used. According to Anderson, types of text in English are divided into several types, those are :¹⁷

- 1) Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining.
- 2) New Item is a factual text which informs reader's events of the day which are considered news worthy or important.
- 3) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- 4) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- 5) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or sociocultural phenomena.
- 6) Report is a kind of genre used to describe the way things are, with reference to natural or artificial, manmade and social phenomena in our environment.
- 7) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- 8) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.

¹⁶ Sanggam Siahaan, Kisno Shinda, (2008), *Generic Text Structure*, Yogyakarta-Graha Ilmu, p.4

¹⁷ Mark Anderson and Kathy Anderson, (2003), *Text Types in English 2*, Sydney: Macmillan,, p.3-5

- 9) Discussion is a kind of genre used to present (at least) two points of view about an issue.
- 10) Description is a kind of genre used to describe a particular person, place or thing.
- 11) Review is a kind of genre used to critique an art work or event for a public audience.
- 12) Narrative is a text that focussing specific participant for the purpose to tell stories, to amuse and to entertain the reader.
- 13) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
- 14) Spoof is a kind of genre used to retell events with humoroust twist.

3. Concept of Spoof Text

a. Definition of Spoof Text

According to Gerot and Wignell, spoof text is a text to retell an event with a humorous twist.¹⁸ It means that spoof text is a text which tell factual story with unpredictable ending. The social function of spoof text is to tell an event with humorous twist and entertain the reader. According to Budi, the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So if there is no twist in the end of the text, it will not be a spoof text.

¹⁸ Priscilla Orianda, (2013) *Journal of English Language Teaching*, (vol 1 no 2), p.4

b. Generic Structure of Spoof Text

There are three part of generic structure of spoof text. They are orientation, event, and twist. Gerot and Wignell and Sudarawati and Eudia emphasize the generic structure of spoof text are :¹⁹

1) Orientation

It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story / participants, when/time, and where/place. It should introduce participants of events happen, show place where the events happen and identify the event clearly.

2) Events

The function is to tell what happened in chronological order and in what sequence. A personal comment or evaluate remarks, which are interspersed throughout record events. Events should be written in complete sentence. Events should be confirmative and entertaining for readers (both). Events should be added with irrelevant details to the topic of the text.

3) Twist

The twist is to provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would be.

¹⁹ *Ibid*

c. Language Feature of Spoof Text

The significant lexicogrammatical or language features of spoof text are:

- 1) Use of nouns and pronouns to identify people, animals or things involved. For example; Nia, he, we, the cat, the librarian, etc.
- 2) Use of action verb (e.g; wanted, laughed, slept, etc.) and saying verb (e.g; asked, ordered, said, replied, etc)
- 3) Use of past tense. For example; he came there; the boy was surprised; he was at home
- 4) Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.
- 5) Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, afternoon, in the canteen, etc.
- 6) Arranging story appropriate with events
- 7) Ended by an unexpected event or twist.²⁰

d. Example of Spoof Text

“Penguin in the Park”

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; “What should I do?” The policeman replied; “Take it to the zoo!”.

²⁰ Alexander Mongot Jaya, (2008), *English Revolution*, p. 12

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; “Why are you still carrying the penguin? Didn’t you take it to the zoo?” The man replied; “I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie”.

(Taken from : www.Sriwismajayanti.blog.html)

e. Generic Structure Analysis

- 1) Orientation; introducing participants: “He” and Penguin. They were in the park
- 2) Event1; The man tended to take the penguin to the park
- 3) Event 2; The following day, the man were still carrying the penguin
- 4) Twist; Even, finally the man would take the penguin to the movies

4. Concept of Dictogloss Techniques

In teaching English there are some ways to do by the teacher especially in writing skill. The teacher gives instruction to the students to study together in learning writing. It is called cooperative learning. According to Isjoni, cooperative means working together to accomplish shared goals. In cooperative learning methods, the students work together in four member teams to master material initially presented by the teacher.²¹ It means that cooperative is the instructional use of small groups that allows students to work together to maximize their own and each other as learning.

²¹ Isjoni, (2013), *Cooperative Learning*, Bandung : Alfabeta, p.15

George says that cooperative learning known as collaborative learning, is a body of concept and techniques for helping to maximize the benefits of cooperation among students.²² There are some parts of cooperative learning such as : heterogeneous, grouping, collaborative skill, group autonomy, simultaneous interaction, equal participation, individual accountability, positive interdependence, cooperative as a value, and dictogloss.

a. Definition of Dictogloss Technique

According to Thornbury in Harmer, dictogloss is the technique in which students re-create a text or story that the teacher reads to them.²³ In addition George says, dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher.²⁴

Based on the explanation above, the researcher assumes that dictogloss is the technique in which students work together to create a text or story by the teacher to the students. Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful.

There are many kinds of language technique can be applied in the class. Dictogloss technique gives the students chance to improve their ideas to write paragraph. The aim of this technique is to re-create as much as possible of

²² Jacob George, (2003), *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, (the reading matrix vol 3 no 1), p.1

²³ Jeremy Harmer, (1998), *The Practice of English Language Teaching*, New York : Longman, p.74

²⁴ Jacob George, (2003), *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, (the reading matrix vol 3 no 1), p.1

paragraphs based on the text or story read by the teacher to the students in normal speed at the first time then fast speed in the next step. In dictogloss technique, the students are trying to memorize the words or sentences based on the text or story read by the teacher. Besides that the students work in group.

b. Aim of Dictogloss

Wajnryb says that the aims of dictogloss :²⁵

- 1) It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options.
- 2) It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
- 3) It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

c. Procedures of Teaching Writing by Using Dictogloss Technique

Before the students are asked to write, the teacher explains the instruction and chooses a text that suits the level of learners. There are four stages in applying dictogloss in English teaching as suggested by Wajnryb, such as :²⁶

- 1) Preparation : at this stage, students are prepared for the subject matter and the text they will be hearing. The students are also pre-taught or prepared for vocabulary of the text which seems unknown or unfamiliar to the students

²⁵ Ruth Wajnryb, (1990), *Grammar Dictation*, Oxford : Oxford University Press, p.3

²⁶ *Ibid*, p.7

and difficult for the students to infer. At this stage, teachers also should introduce or explain clearly what dictogloss is and what the students are expected to do during dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.

- 2) Dictation : students hear the dictation twice. The first time the text is read aloud at normal speed, the students only listen and may not write anything in order to get a general feeling for the text. The second time of dictation, the students should take down notes. The students are encouraged to listen and write content words which will assist or help to them in reconstructing the text. The dictating should not be conducted in the traditional way where the sentences are broken into isolated word units.
- 3) Reconstructing : in this stage, after the dictation is finished, the students work in groups to produce their own version of the text. They pool their notes or information they have written down at dictation stage and try to reconstruct their version of the text from their shared notes. One of students from each group acts as scribe who writes down the group's text as it emerges from group discussion. Then, other members of group check the text for grammar, textual cohesion, and logical sense.
- 4) Analysis and Correction : at the last stage of dictogloss, various versions of text from different groups are analyzed and compared. There are many ways of conducting this last stage. For instance, one of students from the group as representative read or write their versions on the chalkboard. Whatever method chosen to do this stage, the students should be encouraged to compare the various versions and discuss the language choice made. In this way, errors

are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.

d. The Advantages and Disadvantages of Teaching Writing by Using Dictogloss Technique

Dictogloss as one of technique that can be used in writing learning bring some advantages when it is implemented. According to Vasiljevic, there are some advantages of dictogloss. Those advantages are :²⁷

- 1) By Dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.
- 2) The reconstruction stage helps students try out their hypotheses and subsequently to identify their strenghts and weakness. The reconstruction and correction stages help the students to compare input to their own representation of the text and identify the possible gaps.
- 3) Dictogloss can helps students recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.
- 4) Dictogloss is beneficial to reduce learners' anxiety in learning beacuse they learn in small group.

²⁷ Zorana Vasiljevic, (2010), *Dictogloss as an interactive method of teaching listening comprehension to l2 learners*, (English Language Teaching 3 no.1), p. 45-46

The disadvantages of using Dictogloss Technique in Teaching Writing:

- 1) The teacher should prepare some texts.
- 2) For the lazy students, they will not memorize the text and cooperate with other students.

B. Conceptual Framework

Writing is one of the ways to communicate with others in a written text. Spoof text is text which tells factual story, happened in the past time with unpredictable and funny ending. The social function of spoof text is to tell an event with humorous twist and entertain the reader. Students imply that they are not able in writing spoof text because they do not know how to develop their ideas, they don't have confidence in writing by their own words because they are not sure with their ideas, and teachers do not have a good strategy in teaching the lesson to the students.

Writing skill of the students still needs to be developed. This situation is caused by several reasons; one of them is dealing with the technique that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. The teachers hold an important role in solving students' problem in writing. Making the teaching - learning process interesting and meaningful, teachers can apply strategy in the process to increase students' writing achievement. In this case, dictogloss technique makes

students get their own ideas and put them down in a good text. Dictogloss is facilitating the learners to write fluently.

Dictogloss technique is a technique in which the students work cooperatively to create a text. By applying dictogloss technique students will be motivated and interested in studying writing that leads to the improvement of students' spoof text achievement because dictogloss technique helps students to create ideas which make writing easier and make the students active in writing and text. Based on this, the students' achievement in writing spoof text taught by dictogloss technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the research that used by the reseacher in this study is Classroom Action Research. According to Harmer, action research is the name given to a series of procedures teacher can engage in, either bacause they wish to improve aspects of their teaching, or bacause they wish to evaluate the success and or appropriate of certain activities and procedures.²⁸

Kemmis and Mc. Teggart add in Nunan's book explain that action research is a group of activity and piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of other, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be concidered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.²⁹

Therefore, Classroom Action Research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, or etc, that involves a group of students to improve teaching and learning process or to enhance understanding of the students to the lesson. Action Research tries to take an action and gives positive effect to the educational changes in the specific

²⁸Jeremy Harmer, (2003), *He Practice of English Language Teaching*, England:Longman, p.414.

²⁹David Nunan, (1993), *Research Method in Language Learning*, Cambridge: Cambridge University Press, p.18.

school environment. The researcher thinks that classroom action research will be more effective to improve student's achievement in writing spoof text.

1. Characteristic of Classroom Action Research

Kemish and Mc. Teggart in Nunan's book argue that there are three defining characteristics of action research, they are:

- a. It is carry out by practitioners (for our purpose, classroom teachers) rather than outside researcher.
- b. It is collaborative.
- c. It is aimed at changing things.³⁰

2. Aim of Classroom Action Research

There are many possible reasons for conducting a classroom action research, such us: knowing the students' motivation in learning, knowing the way of the teacher teaches in the class, it is effective or not, knowing the interesting way and interesting topic for students learn it.

3. Procedures of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflective.³¹ It means that the activities in the classroom action research are based on planning, action, and observation, then, the researcher will make a reflection to determine the next cycle.

³⁰*Ibid*, p.17.

³¹Suharsimi Arikunto, (2008), *Penelitian Tindakan Kelas*, Jakarta: PT. BumiAksara, p.16.

a. Planning

Planning in action research is by focusing in who, what, when, where, and how the action was done.

b. Action

The planning strategy was applied in teaching learning process.

c. Observation

The researcher monitor and watched closely teaching learning process, and the researcher collected the data from the result of the action. The researcher prepared observation paper to know the class condition when the action was done, the researcher discussed about the result of the observation include what is the problem faced by the students when teaching learning process, and the researcher made a good solution to solve the problem. In this phase, the researcher observed and took notes during teaching learning process.

d. Reflection

Researcher was analyzed the research based on the data that was collected to determine the next action in the next cycle. In this phase, the researcher observed the activity, the results of any process, the progress that was happened, and positive or negative sides.³²

B. Research Setting and Subject

This research was conducted at Madrasah Aliyah Muhammadiyah 1 Medan in the second semester of 2017/2018 at Jl. Mandala, Medan tembung, Kota Medan, Sumatera Utara. This location was selected because :

³²*Ibid.*,p.75-80.

1. This research is never conducted in this school before.
2. The researcher finds many problems in this school.
3. This location is accessible in term of time and fund.

The population of this research was from the second grade of Madrasah Aliyah Muhammadiyah 1 Medan that consisted of two parallel classes in this school, that are XI IPA which consists of 26 students, and XI IPS which consists of 33 students. So the total population of this research was 59 students.

To select the sample, the researcher used cluster sampling technique. By this technique the researcher chosen class XI IPA as the sample of research. The researcher chosen this subject because it is recommended by an English teacher. According to the teacher, she asserted that eleventh grade class still has low in writing skill, especially in understanding of the spoof text. So, the subject of this research was XI IPA that consisted of 26 students. For the male, there are 8 students and the female is 18 students.

C. Data Collection

The classroom action research needs the data to support the investigation. There are two kinds of data which are used in this research, namely qualitative data and quantitative data.

1. Quantitative Data

Quantitative data is broadly used to describe what can be counted or measured. The writer used writing test as the instrument to measure students' skill in writing, and to analyze students' learning level and principle for the class teams study formation.

a. Test

The test was used to know how the students' ability in writing, especially in understanding spoof text before conducting the research and after conducting the research. In this research, there are three kinds of test, pretest, post test I, and post test II. Pretest done before the classroom action research (CAR), while post test was conducted on the end of cycle 1, while post test 2 given to the students on the final of cycle 2.

2. Qualitative Data

The researcher were taken from interview, observation sheet, diary note and documentation technique to get the qualitative data.

a. Interview

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher and the students' to know the students' difficulties in writing skill, and the technique used by teacher when writing activity. Researcher used structure interview to get information of the students' achievement in writing spoof text before giving the treatment and after giving treatment.

b. Observation

Observation was used to observe all the condition that happen during teaching and learning process. The researcher has a role to observe the object of research such as place of organization, group of people and, some activities at school.

c. Diary Note

Diary note was used to write down the situation when teaching and learning process. The diary notes are useful for knowing all students' activities, students' difficult, and students interest during the teaching and learning process.

d. Documentation

The writer used a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process.

D. Data Analysis

This study was applied quantitative and qualitative data. Quantitative data was used to analyze the score of students, while the qualitative data was used to describe the situation during teaching and learning process. By applying this data, it was assumed to get the satisfying result of the improving writing skills through action learning strategy.

Qualitative data was analyzed by using interview, observation sheets, diary note and documentation which described the improvement of the student's ability in writing spoof text. The quantitative data collected and analyzed by computing the score of writing test. The formula is as follow:

$$M = \frac{\sum x}{N}$$

Where:

M: The mean of the students

$\sum x$: The total score of the students

N: The number of the students³³

The researcher got the score from two cycles. The mean of the score from cycle I was compared with the mean of cycle II. It was used to know how far the progress of students in this research.

To calculate the percentage of students' score who passed minimum score achievement/ KKM (75) using this formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of those who get the points up to 75

R = The number of the students who get the points up to 75

T = The total number of the students.

E. Research Procedure

The Classroom Action Research is how the teachers can organize his teaching and learning condition from their own experience.³⁴

There are four components in one cycle for doing classroom action research. It consists of planning, action, observation, and reflection. This classroom action research was arranged into two cycles. They are cycle I and cycle II.

³³ Anas Sudjono, (2008), *Pengantar Statistik Pendidikan*, Jakarta : PT Raja Grafindo Persada, p.81.

³⁴ Rochiati Wiriarmaja, (2005), *Metode Penelitian Tindakan kelas*, Bandung: PT. Remaja Rosdakarya, p.13.

1. Pre-cycle

In pre-cycle the researcher intended to know the initial condition of students. The researcher observed students activity in writing class. Based on the observation, the researcher knew the problems and the difficulties that was happened to the students and in writing class.

2. Cycle I

The researcher used dictogloss technique in teaching writing.

a. Planning

- 1) Arranging lesson plan
- 2) Preparing teaching material
- 3) Preparing pre-test
- 4) Preparing post-test
- 5) Preparing interview
- 6) Preparing observation sheet
- 7) Preparing diary note
- 8) Preparing camera for documentation

b. Action

- 1) Teacher explained the Definition of Spoof Text
- 2) Teacher explained the generic structure of Spoof Text
- 3) Teacher introduced dictogloss technique
- 4) Teacher asked students to make group

Therefore, in acting phase, the teacher was done an action as like in lesson plan.

c. Observation

The observation was done to check :

- 1) The students' activity in dictogloss
- 2) The students' respond during the teaching and learning process
- 3) The students' writing skill improvement.

d. Reflection

This step was used to analyze the whole action that was done. The researcher and teacher made the evaluation to determine the next cycle based on the data that was collected.

3. Cycle 2

a. Planning

- 1) Identifying the problem and make the solution for the problem
- 2) Arranging lesson plan
- 3) Preparing teaching material
- 4) Preparing post-test
- 5) Preparing interview
- 6) Preparing observation sheet
- 7) Preparing diary note
- 8) Preparing camera for documentation

b. Action

- 1) Teacher explained the definition of Spoof Text
- 2) Teacher explained the generic structure of Spoof Text
- 3) Teacher introduced dictogloss technique to the students

- 4) Teacher asked students to make group and conduct dictogloss based on the topic given.

c. Observation

The observation was done to check:

- 1) The students' activity in dictogloss
- 2) The students' respond during the teaching and learning process
- 3 The students' writing skill improvement.

d. Reflection

This step was used to analyze the whole action that was done. The researcher and teacher discussed and made evaluation based on the data that was collected, for example is analyzing the result of all tests and comparing the whole results of the students' achievement.

F. Ttrustworthiness

Ttrustworthiness consists of: (1). Credibility; in preferences to internal validity, (2). Transferability; in preference to external validity/generalisibility, (3). Dependability; in preference to realibility, (4). Confirmability in preference to objectivity. In this research, the researcher uses credibility to establish the trustworthiness.

There are several techniques to increase credibility degree, one of them is triangulation. There are four kinds of triangulation, they are: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this research, researcher used source triangulation. Data

source triangulation is using evidence from different types of data sources, such as primary and secondary research or interviews, documents, public records, photographs and observations.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

This research was analyzed by quantitative and qualitative data. The quantitative data were taken from test. The data were taken only from one class. The class was grade XI Science class which consisted of 26 students. The qualitative data were taken from interview, observation sheet, diary note and documentation.

This research was done in two cycles. Every cycle consisted of four steps of classroom action research (plan, action, observation and reflection). Each cycle consisted of two meetings. So, totally there were six meetings in this research.

The data was obtained from this study was analyzed to prove whether dictogloss technique can improve students' writing spoof text.

1. The Quantitative Data

The quantitative data were taken from the score of students' writing test. The improvement of students' achievement in writing spoof text by using dictogloss technique can be seen from the mean of students' score in pre-test, post-test in cycle I and post-test in cycle II. The mean of students' score showed the improvement continuously pre-test until post-test II in Cycle II. To know the mean of students' scores could be seen in the following formula:

$$M = \frac{\sum x}{N}$$

a. The Analysis of Pre-Test

The researcher gave a test in the pre-test. The number of the students who test was 26. Here the students score of pre-test as follow :

Table 4.1 The Students' Score in the Pre-Test

No	The Initials of the Students	PRE-TEST	
		Score	Criteria Passed (>75)
1	AOR	55	Failed
2	A	65	Failed
3	AW	72	Failed
4	AIL	75	Passed
5	AS	65	Failed
6	CDPU	70	Failed
7	CRA	75	Passed
8	DASD	77	Passed
9	FSH	65	Failed
10	IR	50	Failed
11	IR	70	Failed
12	KDT	75	Passed
13	MOY	55	Failed
14	MB	60	Failed
15	PP	70	Failed
16	RA	68	Failed
17	SC	65	Failed
18	SNA	65	Failed
19	SRH	60	Failed
20	SHL	55	Failed
21	US	68	Failed
22	WRS	65	Failed
23	WW	65	Failed

24	WJ	60	Failed
25	N	65	Failed
26	MUB	60	Failed
Total		1.695	
Mean		65,19	

Based on the table of pre-test, the total of students' score was 1.695 and the total of students who took the test was 26. So, mean of the students' score was :

$$\text{Formula : } M = \frac{\sum x}{N}$$

$$M = \frac{1695}{26}$$

$$= 65,19$$

Based on the analysis above, the students' ability in writing spoof text was still low. The mean of the students was 65,19. The number of students who were competent in writing spoof text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{4}{26} \times 100 \% = 15,38 \% \text{ and}$$

$$P_2 = \frac{22}{26} \times 100 \% = 84,62 \%$$

Table 4.2 The Percentage of the students' Score in the Pre-Test

	Criteria	Total Students	Percentage
P1	Passed	4	15,38 %
P2	Failed	22	84,62 %
TOTAL		26	100 %

Based on the table analysis above, the students' ability in writing spoof text was low. It can be seen from the mean of students was 65,19. The percentage of students' score was 4 students got passed score up to 75 or it was only 15,38 %. On the other hand, 22 students got failed score up to 75 or it was 84,62%. It can be classified the students' ability of writing spoof text were low when doing action research in pre-test. So, post-test continued in the first cycle.

b. The Analysis of Post-Test I in the First Cycle

In the post-test of the first cycle, the data analysis can be followed bellow :

Table 4.3 The Students' Score in the Post-Test of the First Cycle

No	The Initials of the Students	POST-TEST IN CYCLE I	
		Score	Criteria Passed (>75)
1	AOR	65	Failed
2	A	75	Passed
3	AWA	77	Passed
4	AIL	80	Passed

5	AS	75	Passed
6	CDPU	70	Failed
7	CRA	79	Passed
8	DASD	80	Passed
9	FSH	70	Failed
10	IR	62	Failed
11	IR	75	Passed
12	KDT	77	Passed
13	MOY	65	Failed
14	MB	65	Failed
15	PP	75	Passed
16	RA	75	Passed
17	SC	70	Failed
18	SNA	75	Passed
19	SRH	70	Failed
20	SHL	60	Failed
21	US	72	Failed
22	WRS	70	Failed
23	WW	75	Passed
24	WJ	70	Failed
25	N	70	Failed
26	MUB	65	Failed
Total		1.860	

Mean	71,53	
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Based on the table of post-test I in Cycle I, the total of students' score was 1.860 and total of students' who took the test was 26. So, mean of the students' score was:

$$M = \frac{1860}{26}$$

$$= 71,53$$

Based on the analysis above, the students' ability in writing spoof text was still low. The mean of the students was 71,53. The number of students who were competent at writing spoof text was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{12}{26} \times 100 \% = 46,15 \% \text{ and}$$

$$P_2 = \frac{14}{26} \times 100 \% = 53,85 \%$$

Table 4.4

The Percentage of the students' Score in Post-Test of the First Cycle

	Criteria	Total Students	Precentage
P1	Passed	12	46,15 %
P2	Failed	14	53,85 %
TOTAL		26	100 %

Based on the table analysis above, the students' ability in writing spoof text was low. It can be seen from the mean of students was 65,19. The percentage of students' score was 12 students got passed score up to 75 or it was only 46,15 %. On the other hand, 14 students got failed score up to 75 or it was 53,85%. it can be classified the students' ability in writing spoof text were low when doing action research in pre-test. So, post-test continued in the second cycle.

c. The Analysis of Post-Test II in the Second Cycle

Table 4.5 The Students' Score in the Post-Test of the Second Cycle

No	The Initials of the Students	POST-TEST IN CYCLE II	
		Score	Criteria Passed (>75)
1	AOR	75	Passed
2	A	75	Passed
3	AWA	80	Passed
4	AIL	85	Passed
5	AS	80	Passed
6	CDPU	75	Passed
7	CRA	82	Passed
8	DASD	85	Passed
9	FSH	75	Passed
10	IR	68	Failed
11	IR	76	Passed
12	KDT	80	Passed

13	MOY	70	Failed
14	MB	70	Failed
15	PP	78	Passed
16	RA	78	Passed
17	SC	76	Passed
18	SNA	78	Passed
19	SRH	75	Passed
20	SHL	65	Failed
21	US	75	Passed
22	WRS	75	Passed
23	WW	78	Passed
24	WJ	78	Passed
25	N	75	Passed
26	MUB	70	Failed
Total		1.977	
Mean		76,03	

Based on the table of post-test II in Cycle II, the total of students' score was 1.977 and total of students' who took the test was 26. So, mean of the students' score was :

$$M = \frac{1977}{26}$$

$$= 76,03$$

Based on the analysis above, the students' ability in writing descriptive text was improved. It can be seen from the mean of the students was 76,03. The number of students who were competent in writing descriptive text was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{21}{26} \times 100 \% = 80,77 \% \text{ and}$$

$$P_2 = \frac{5}{26} \times 100 \% = 19,23 \%$$

Table 4.6 The Precentage of the students' Score in Post-Test of Cycle II

	Criteria	Total Students	Precentage
P1	Passed	21	80,77 %
P2	Failed	5	19,23 %
TOTAL		26	100 %

Based on the table analysis above, the students' ability in writing spoof text was improved. It can be seen from the mean of the students was 76,03. The percentage of students' score was 21 students got passed score up to 75 it was 80,77%. In the other hand, just 5 students got failed score up to 75 or it was 19,23 %. It can be concluded that the students ability in writing spoof text was improved. So, post test of the second cycle was categorized passed.

Table 4.7 Data Analysis of the students' score in Pre-Test, Post-Test

of the First and the Second Cycle.

No	Initial of Students Name	Pre-Test		Cycle I		Cycle II	
		Score	Criteria Passed (>75)	Score	Criteria Passed (>75)	Score	Criteria Passed (>75)
1	AOR	55	Failed	65	Failed	75	Passed
2	A	65	Failed	75	Passed	75	Passed
3	AWA	72	Failed	77	Passed	80	Passed
4	AIL	75	Passed	80	Passed	85	Passed
5	AS	65	Failed	75	Passed	80	Passed
6	CDPU	70	Failed	70	Failed	75	Passed
7	CRA	75	Passed	79	Passed	82	Passed
8	DASD	77	Passed	80	Passed	85	Passed
9	FSH	65	Failed	70	Failed	75	Passed
10	IR	50	Failed	62	Failed	68	Failed
11	IR	70	Failed	75	Passed	76	Passed
12	KDT	75	Passed	77	Passed	80	Passed
13	MOY	55	Failed	65	Failed	70	Failed
14	MB	60	Failed	65	Failed	70	Failed
15	PP	70	Failed	75	Passed	78	Passed
16	RA	68	Failed	75	Passed	78	Passed
17	SC	65	Failed	70	Failed	76	Passed

18	SNA	65	Failed	75	Passed	78	Passed
19	SRH	60	Failed	70	Failed	75	Passed
20	SHL	55		60	Failed	65	Failed
21	US	68	Failed	70	Failed	75	Passed
22	WRS	65	Failed	70	Failed	75	Passed
23	WW	65	Failed	75	Passed	78	Passed
24	WJ	60	Failed	70	Failed	78	Passed
25	N	65	Failed	70	Failed	75	Passed
26	MUB	60	Failed	65	Failed	70	
		1.695		1.860		1.977	
		65,19		71,53		76,03	

Based on the result of analysis, showed that there was a development on the students' achievement in writing spoof text. It is showed from the mean of pre-test was 65,19, the mean of post-test in the first cycle was 71,53, and the mean of post-test in the second cycle was 76,03.

Table 4.8 The Percentge of the Students' Ability in Writing Spoof Text by Using Dictogloss Technique in the First and the Second Cycle

MEETING		THE STUDENTS' WHO GOT UP TO 75	PERCENTAGE
Pre-Test		4	15,38 %
Cycle I	II	12	46,15 %
II	III	21	80,77 %

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were 4 of 26 students who got score ≥ 75 (15,38%). In the post-test I, there were 12 of 26 students who got score ≥ 75 (46,15%). The percentage of the improvement scores from pre-test to post-test I were 30,77%. In the post-test II, there were 21 of 26 students who got score ≥ 75 (80,77%). The percentage of the improvement scores from post test I to post- test II were 34,62 %.

2. The Qualitative Data

The qualitative data were taken from interview, observation sheet, diary note and documentation.

a. Interview

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher and the students' to know the students' difficulties in writing skill.

The researcher had interviewed that English teacher and students at the first meeting. The teacher stated that there are some of students has good writing. But some of them also have difficulties in writing especially to write spoof text. Because their score were very low when they were asked to write spoof text. They were have difficulties in gathering their idea into writing form, especially in spoof text there are generic structure that the students must know. The researcher also interviewed the students about their difficulties in writing spoof text. The students

stated that they were have difficulties in gathering their idea into writing form, they do not know how to start writing.

The second interview was done after using dictogloss technique in teaching writing a spoof text to the English teacher. The teacher stated that dictogloss technique is interesting way to improve students' achievement in writing especially writing spoof text because this technique make the students writing easier and make the students active than before. The researher also interviewed the students about their achievement in writing spoof text. The students stated that after using dictogloss technique they can memorize vocabulary. (can be see in Appendix).

b. Observation

Observation was used to observe all the condition that happened during teaching and learning process by using dictogloss technique.

The situation of the class was good enough, the researcher found that some of the students active during teaching learning process, since the students paid their attention to the teacher explanation and instruction. There are some of students confused in writing spoof text and some not pay attention and made noise when teaching and learning process which made the students focused in writing spoof text. (can be see in Appendix).

c. Diary Note

Diary note was written by the researcher during conducting the research in each meetings. In the first meeting of cycle one, the students were not really active. There were some students made noisy in the classroom and disturbed their

friends. In this meeting, the students were still not confident to express their opinion. In second cycle, after researcher explained the use of dictogloss technique in writing spoof text, they were active, interested, and serious in writing. In this research, students showed a good improvement in writing spoof text. It can be seen that the students pay more attention when the researcher explained the lesson. (can be see in Appendix).

d. Documentation

The researcher use a camera to collect all the data. Camera used to take a picture of the students and the teacher while teaching and learning process. (The documentation can be see in Appendix).

B. Research Finding

The data of this study includes the results of the first cycle and the second cycle.

1. Cycle I

There are four steps in one cycle that will be explained as follow;

a. Planning

In this step, the researcher had prepared all of the materials that was used while learning, such as : arranged a lesson plan based on the teaching material, prepared the questions for pre-test, post-test I and post-test II, prepared interview in two cycle, prepared observation sheet in two cycles, prepared form of diary notes, prepared form for documentation to collect the data to know whether there were some students' improvement in writing spoof text.

b. Action

In this step, there were some activities which were done by the researcher. In the first meeting, before involving the students to learn using dictogloss technique, the researcher acts as teacher and she done based on the lesson plan before. First, the researcher started the lesson by greeting and saying a prayer. The researcher checked the students' attendance and asked the students' condition. The researcher warmed up the students by giving some questions related to the topic that discussed for the first meeting, and researcher introduced the topic that will be learned.

Researcher divided the students into 6 groups that each group consisted of four and five students. During the the teaching and learning process, the students gave good response. When the researcher applied the dictogloss technique in teaching learning process all of them paid attention and listened the teacher in front of class even though some of them seemed not serious because they often spoke to their friends. The researcher explained clearly what dictogloss is and what the students are expected to do during dictogloss. The first time the text is read aloud at normal speed by the researcher, the students only hear. The second time of dictation, the students should take down notes. After the dictation is finished, the students work in groups to produce their own version of the text.

c. Observation

The observation was done to observe what the students had done during the teaching learning process. The researcher tried to notice all of the activities in the physical classroom activity. It might be about the teacher's performance, students' responses and students' participation during teaching and learning process using

dictogloss technique. Based on the data observation, there was an improvement in teaching learning process. The teacher could improve the students' writing spoof text although most of students were still not active and were not interested in writing skill.

d. Reflection

This step was used to analyze the whole action that was done. The researcher and teacher made the evaluation to determine the next cycle based on the data that was collected.

2. Cycle II

a. Planning

After finding the fact that the students' writing spoof text was still low, which was proven by their post-test I scores, the researcher continued to the second cycle. The researcher made lesson plan for two meetings, prepared the questions for post-test II, prepared interview, prepared observation sheet, prepared form of diary notes, prepared form for documentation to collect the data to know whether there were some students' improvement in writing spoof text.

b. Action

In this step, the teacher asked the students' difficulties in using dictogloss technique and tried to emphasize some aspects that have not been done yet in the first cycle. The procedures of dictogloss technique were same with the first cycle. The researcher did teaching and learning process based on lesson plan. Researcher tried to do the best thing in teaching students and motivating them to increase their writing spoof text.

In acting of the first cycle, while the researcher observed teaching learning process based on observation sheet, there was one thing that the teacher didn't do it. It was giving motivation to the students before learning. And two things that the students didn't do it, there were students didn't bravery in giving their opinion, students didn't active in group. However, researcher tried to fix all the mistakes in cycle one.

In cycle two, researcher gave the motivation to the students before learning. Researcher told that the students didn't have to afraid to making errors in writing. Students listened to the researcher. After giving motivation to the students, researcher found that students improvement in writing spoof text.

c. Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed.

d. Reclection

This step was used to analyze the whole action that was done. The researcher and teacher discussed and made evaluation based on the data that was collected, for example is analyzing the result of all tests and comparing the whole results of the students' achievement.

C. Discussion

Writing is the most difficult language skills for students. It is proven by from the low scores at the beginning of research. Dictogloss technique is a technique in which the students work cooperatively to create a text. Dictogloss technique helps students to create ideas which make writing easier and make the students active in writing and text.

Based on the quantitative data, the result of research was indicated that there were improvement on the students' writing ability using dictogloss technique. It was proved by the data; the students' score in pre-test, the lowest score was 50 and the highest one was 77; the students' score in post-test I, the lowest score was 60 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 85. In the pre-test, there were 15,38% (4 of 26 students) who got score ≥ 75 . In the post-test I, there were 46,15% (12 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 30,77%. In the post-test II, there were 80,77% (22 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 34,62 %.

Based on the qualitative data from interview, observation, diary note and documentation also showed the students' improvement in using dictogloss technique. All of these data was indicated the students gave a good attitude and response during teaching learning process. The students were also more interested to listened story about spoof text

In this research, the students' score improved and the students were more serious to learn. The students' attitude changed after the researcher implemented dictogloss technique. Dictogloss technique making the teaching learning process interesting and meaningful, the students active to ask and get their own ideas and put them down in a good text. Most of students were able to improve their score. As the result above, dictogloss technique can improve the students' achievement to write fluently.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was conducted to find out of the improvement of students' achievement in writing spoof text by using dictogloss technique. By conducting this research, it was found that:

1. The result indicated that there was an improvement on students' achievement in writing spoof text by using dictogloss technique. It was supported by the fact of the mean of the score in every meeting increased. The students' score in pre-test, the lowest score was 50 and the highest one was 77; the students' score in post-test I, the lowest score was 60 and the highest one was 80; the students' score in post-test II, the lowest score was 65 and the highest one was 85. In the pre-test, there were 15,38% (4 of 26 students) who got score ≥ 75 . In the post-test I, there were 46,15% (12 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from pre-test to post-test I were 30,77%. In the post-test II, there were 80,77% (22 of 26 students) who got score ≥ 75 . The percentage of the improvement scores from post test I to post- test II were 34,62 %. It means that the students' achievement in writing spoof text can improve by using dictogloss technique.
2. The students were more active and participated in the teaching-learning process in writing spoof text using dictogloss technique. Dictogloss technique helps students to create ideas which make writing easier and make the students active in writing and text. Dictogloss technique making the teaching learning process interesting and meaningful, the students active to ask and get

their own ideas and put them down in a good text. Most of students were able to improve their score.

B. Suggestions

The findings of this study were expected to be useful and relevant :

1. Since this research is limited to investigation of the Dictoglosss Technique, it is suggested to develop and enhance th concept and knowledge about teaching writing spoof text by applying Dictogloss Technique.
2. The English teachers are suggested to select dictogloss technique as better way in increasing students' ability in writing spoof text by applying dictogloss technique. The next researchers are suggested to develop the knowledge about teaching writing spoof text by applying Dictogloss Technique.

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APPENDIX I

LESSON PLAN

(CYCLE I)

Name of School : MAM 1 Medan

Subject : English

Kelas/Semester : XI IPA / 2

Time Allocation : 2 x 45 menit

Topic : Spoof Text

A. Standard Competence

Write a text in the form of spoof text based on its context of using.

B. Basic Competence

Write a text in the form of spoof text by paying attention the correct context basen social function, text structure, and grammatical pattern in the form of short story based on its context of using.

C. Indicators

Students able to :

1. Identifying the generic structure of the spoof text.
2. Identifying the grammatical features of the spoof text.
3. Write the spoof text about Penguin in the Park

D. Learning Objective

Students seriously, politely, and expectly write spoof text by using correct and accepted grammar in daily life

E. Learning Materials

Spoof Text is a text which tell factual story with funny story

1. **Social Function** : to tell an event with humorous and entertain the reader.

2. Generic Structure

a. Orientation

It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story / participants, when/time, and where/place.

b. Events

Tell what happened in chronological order and in what sequence.

c. Twist

Provide the funniest part of story which unpredictable and funny ending to involve entertain the reader.

3. Example of Spoof Text

“Penguin in the Park”

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; “What should I do?” The policeman replied; “Take it to the zoo!”.

The next day, the policeman saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; “Why are you still carrying the penguin? Didn’t you take it to the zoo?” The man replied; “I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie”

F. Technique of Learning

Dictogloss Technique

G. Sources of Learning :

1. Developing English Competencies for Grade XI Senior High School
2. Internet

H. Media of Learning :

Story, copy of the spoof text, dictionary, white board, marker.

I. Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher greeted students • Teacher checked the students' attendance 	<ul style="list-style-type: none"> • Students gave response • Students gave the response to the attendance list
Main Activities	<ul style="list-style-type: none"> • Teacher explained how to write a spoof text, by showing its procedures • The teacher read a story and ask the students to listen carefully • The teacher asked the students to reconsruct a spoof text based on digtolooss technique • The teacher corrected the students' reconstructed story together with them by asking them to present their result of reconstruction of story by writing it on the blackboard • The teacher guided the students to see together and compare all the stories • The teacher showed the complete story and choose story based on their work to the originals 	<ul style="list-style-type: none"> • The students listened to the teacher's explanation • The students listened to the story carefully • The students reconstructed a spoof text individually • The students participated to see, compare, and correct the reconstructed story they made • The sudents compared themselves their work to the original story
Closing	<ul style="list-style-type: none"> • The teacher appreciated the 	<ul style="list-style-type: none"> • Together with teacher made

	all the results of the reconstructed stories • Teacher made a conclusion and give feedback	a conclusion
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J. Instrument/Essay

Teacher asked the students to reconstruct a spoof text based on the topic given by the teacher. Then, students analyze the generic structure of text.

K. Assessment :

- a. Technique : Written Text
- b. Instrument : Rubric

No	Element of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Scoring Guidance and The Explanation Criterion

1. Content

The score of the content refers to the students capabilities to write their idea and information in the form of logical sentences.

Assessment of Writing Test (Content)

No	Score	Calssificati on	Criteria
1	27-30	Very good to excellent	Clear main idea, through the development of main idea, detail and substantive, all material is relevent to main idea.
2	22-26	Average to	Limited development of main ideaa, most of

		good	material is related to the main idea, lack of detail and support.
3	17-21	Poor to fair	The main idea is not clear of not existence, little substance, inadequate support of any main idea
4	13-16	Very poor	Unrelated ideas; not supporting any one main idea; not enough to evaluate

2. Organization

Organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentence are clearly stated.

Assessment of Writing Test (Organization)

No	Score	Classification	Criteria
1	17-20	Very good to excellent	Well organized with introduction, body and conclusion for an essay appropriate opening, body, and conclusion for a letter, logical sequencing, cohesive, well paragraph with topic sentence, expressing only one idea.
2	12-16	Average to good	The paragraph is not always logically choppy, organized but main idea stands out.
3	7-11	Poor to fair	Idea confusing and disconnected, lack logical sequencing or development, paragraphing unclear or not existent.
4	3-6	Very good	No paragraphing or organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the chosen words of students used in their writing like using synonym, prefix.

Assessment of Writing Test (Vocabulary)

No	Score	Classification	Criteria
1	17-20	Very good to excellent	Sophisticated range, effective word or idiom choice and usage, appropriate registered
2	12-16	Average to good	Adequate range, occasional errors or word or idiom form choice
3	7-11	Poor to fair	Limited range, frequent error of word or idiom form choice and usage
4	3-6	Very poor	Little knowledge of English vocabulary, idioms not enough to evaluate.

4. Language Use

Language use refers to ability to write the sentence either simple, complex, or compound sentence correctly and logically. Assessment in sentence and some other words such as as noun, adjective, verb, and time signal.

Assessment of Writing Test (Language Use)

No	Score	Classification	Criteria
1	22-25	Very good to excellent	Effective complex, few errors of agreement, tense and number.
2	18-21	Average to good	Effective but simple construction, several errors of agreement, tense, article, preposition, pronoun, but meaning seldom obscured
3	11-17	Poor to fair	Major problem in simple construction, frequent errors of negation, agreement, tense, number, article, pronoun, proposition, and fragment,

			meaning sometimes obscured
4	5-10	Very poor	Virtually no mastery sentence construction rules dominated by errors, obscured by meaning, not enough to evaluate.

5. Mechanic

Mechanic refers to ability to write spelling, punctuation, capitalization correctly.

Assessment of Writing Test (Mechanic)

No	Score	Classification	Criteria
1	5	Very good to excellent	Demonstrate mastery of convention, little mistake is spelling and punctuation, capitalization, etc.
2	4	Average to good	Occasionally errors of spelling, punctuation, capitalization but meaning obscured
3	3	Poor to fair	Frequent errors of spelling, punctuation, capitalization but meaning obscured
4	1	Very poor	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, not enough to evaluate, not communicate.

Medan, 9 May 2018

Known by,

Head Master

English Teacher

Researcher

Dra. Ernani, MA

Yetti Khairani Hrp, BA

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LESSON PLAN

(CYCLE II)

Name of School : MAM 1 Medan

Subject : English

Kelas/Semester : XI IPA / 2

Time Allocation : 2 x 45 menit

Topic : Spoof Text

A. Standard Competence

Write a text in the form of spoof text based on its context of using.

B. Basic competence

Write a text in the form of spoof text by paying attention the correct context basen social function, text structure, and grammatical pattern in the form of short story based on its context of using.

C. Indicators

Students able to :

1. Identifying the generic structure of the spoof text.
2. Identifying the grammatical features of the spoof text.
3. Write the spoof text about **That Phone is Off**

D. Learning Objective

Students seriously, politely, and expectly write spoof text by using correct and accepted grammar in daily life

E. Learning Materials :

Spoof Text is a text which tell factual story with funny story

1. **Social Function** : to tell an event with humorous and entertain the reader.

2. Generic Structure

a. Orientation

It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story / participants, when/time, and where/place.

b. Events

Tell what happened in chronological order and in what sequence.

c. Twist

Provide the funniest part of story which unpredictable and funny ending to involve entertain the reader.

3. Example of Spoof Text

“That Phone is Off”

Soon after he left college, Dave found one of his uncles who was very rich and had no children of his own died and left him a lot of money, so he decided to set up his own real estate agency. Dave found a nice office. He bought some new furniture and moved in. He had only been there for a few hours when he heard someone coming toward the door of his office.

“It must be my first customer,” Dave thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on. He came in and waited politely for Dave to finish his conversation on the phone. Then the man said to Dave; “I am from the telephone company and I was sent here to connect your telephone

F. Technique of Learning

Dictogloss Technique

G. Sources of Learning :

1. Developing English Competencies for Grade XI Senior High School
2. Internet

H. Media of Learning :

Story, copy of the spoof text, dictionary, white board, marker.

I. Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none">• Teacher greet students• Teacher checked the students' attendance	<ul style="list-style-type: none">• Students gave response• Students gave the response to the attendance list
Main Activities	<ul style="list-style-type: none">• Teacher explained how to write a spoof text, by showing its procedures• The teacher read a story and ask the students to listen carefully• The teacher asked the students to reconsruct a spoof text based on digtolooss technique• The teacher corrected the students' reconstructed story together with them by asking them to present their result of reconstruction of story by writing it on the blackboard• The teacher guided the students to see together and compare all the stories• The teacher showed the complete story and choose	<ul style="list-style-type: none">• The students listened to the teacher's explanation• The students listened to the story carefully• The students reconstructed a spoof text individually• The students participated to see, compare, and correct the reconstructed story they made• The sudents compared themselves their work to

	story based on their work to the originals	the original story
Closing	<ul style="list-style-type: none"> The teacher appreciated the all the results of the reconstructed stories Teacher made a conclusion and give feedback 	<ul style="list-style-type: none"> Together with teacher made a conclusion

J. Instrument/Essay

Teacher asked the students to reconstruct a spoof based on the topic given by the teacher. Then, students analyze the generic structure of text.

K. Assessment :

c. Technique : Written Text

d. Instrument : Rubric

No	Element of Writing	Score
1	The content mastery	30%
2	The organization mastery	20%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	5%
	Total of score	100%

Scoring Guidance and The Explanation Criterion

1. Content

The score of the content refers to the students capabilities to write their idea and information in the form of logical sentences.

Assessment of Writing Test (Content)

No	Score	Calssificati on	Criteria
1	27-30	Very good to	Clear main idea, through the development of

		excellent	main idea, detail and substantive, all material is relevant to main idea.
2	22-26	Average to good	Limited development of main idea, most of material is related to the main idea, lack of detail and support.
3	17-21	Poor to fair	The main idea is not clear of not existence, little substance, inadequate support of any main idea
4	13-16	Very poor	Unrelated ideas; not supporting any one main idea; not enough to evaluate

2. Organization

Organization refers to the students' ability to write ideas, information in good logical order. The topic and supporting sentence are clearly stated.

Assessment of Writing Test (Organization)

No	Score	Classification	Criteria
1	17-20	Very good to excellent	Well organized with introduction, body and conclusion for an essay appropriate opening, body, and conclusion for a letter, logical sequencing, cohesive, well paragraph with topic sentence, expressing only one idea.
2	12-16	Average to good	The paragraph is not always logically choppy, organized but main idea stands out.
3	7-11	Poor to fair	Idea confusing and disconnected, lack logical sequencing or development, paragraphing unclear or not existent.
4	3-6	Very good	No paragraphing or organization or not enough to evaluate.

3. Vocabulary

Vocabulary refers to the chosen words of students used in their writing like using synonym, prefix.

Assessment of Writing Test (Vocabulary)

No	Score	Classification	Criteria
1	17-20	Very good to excellent	Sophisticated range, effective word or idiom choice and usage, appropriate registered
2	12-16	Average to good	Adequate range, occasional errors or word or idiom form choice
3	7-11	Poor to fair	Limited range, frequent error of word or idiom form choice and usage
4	3-6	Very poor	Little knowledge of English vocabulary, idioms not enough to evaluate.

4. Language Use

Language use refers to ability to write the sentence either simple, complex, or compound sentence correctly and logically. Assessment in sentence and some other words such as as noun, adjective, verb, and time signal.

Assessment of Writing Test (Language Use)

No	Score	Classification	Criteria
1	22-25	Very good to excellent	Effective complex, few errors of agreement, tense and number.
2	18-21	Average to good	Effective but simple construction, several errors of agreement, tense, article, preposition, pronoun, but meaning seldom obscured
3	11-17	Poor to fair	Major problem in simple construction, frequent errors of negation, agreement, tense, number, article, pronoun, proposition, and fragment, meaning sometimes obscured
4	5-10	Very poor	Virtually no mastery sentence construction

			rules dominated by errors, obscured by meaning, not enough to evaluate.
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5. Mechanic

Mechanic refers to ability to write spelling, punctuation, capitalization correctly.

Assessment of Writing Test (Mechanic)

No	Score	Classification	Criteria
1	5	Very good to excellent	Demonstrate mastery of convention, little mistake is spelling and punctuation, capitalization, etc.
2	4	Average to good	Occasionally errors of spelling, punctuation, capitalization but meaning obscured
3	3	Poor to fair	Frequent errors of spelling, punctuation, capitalization but meaning obscured
4	1	Very poor	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, not enough to evaluate, not communicate.

Medan, 9 May 2018

Known by,

Head Master

English Teacher

Researcher

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APPENDIX II

INSTRUMENT OF EVALUATION

1. Pre-Test

Teacher asked the students to reconstruct a spoof text about “Watch the Door”. Then, students analyze the generic structure of text.

The Step :

- The teacher read a story and ask the students to listen carefully
- The teacher asked the students to reconsruct a spoof text about Watch the Door.
- Then, students analyze the generic structure of text.
- Give time to the students
- Collect the students’ sheet

2. Post-Test I

Teacher asked the students to reconstruct a spoof text about “Watch the Door”. Then, students analyze the generic structure of text.

The Step :

- The teacher read a story and ask the students to listen carefully
- The teacher asked the students to reconsruct a spoof text about Watch the Door.
- Then, students analyze the generic structure of text.
- Give time to the students
- Collect the students’ sheet

3. Post-Test II

II Teacher asked the students to reconstruct a spoof text about “Love Money too Much”. Then, students analyze the generic structure of text.

The Step :

- The teacher read a story and ask the students to listen carefully
- The teacher asked the students to reconstruct a spoof text about Love Money too Much.
- Then, students analyze the generic structure of text.
- Give time to the students
- Collect the students’ sheet

APPENDIX III

KEY OF THE ANSWER

Key Answer of Pre-Test

The Title : Watch the Door

Generic Structure Analysis :

Orientation : One day, when Nasreddin was still young, his mother would have something to do outside.

Event 1 : His mother asked Nasreddin to watch the door carefully

Event 2 : Then, his uncle came and asked Nasreddin to find his mother and tell her that he would be here with the whole family

Twist : Finally, Nasreddin pulled the door up, carried it, and went to meet his mother.

Key Answer of Post-Test I

The Title : Watch the Door

Generic Structure Analysis :

Orientation : One day, when Nasreddin was still young, his mother would have something to do outside.

Event 1 : His mother asked Nasreddin to watch the door carefully

Event 2 : Then, his uncle came and asked Nasreddin to find his mother and tell her that he would be here with the whole family

Twist : Finally, Nasreddin pulled the door up, carried it, and went to meet his mother.

Key Answer of Post-Test II

The Title : Love Money too Much

Generic Structure Analysis

Orientation: The above story talks about a wife and his husband who loves money too much even up to his death.

Events: Several events are explored in chronological way which able to arrange the story read nicely. Promising with her money miser husband, Putting the box inside casket, locking and rolling the casket are the events which build the complete story.

Twist: Readers even did not predict before that it would be. When reading the above story, for the first, readers likely think that the wife would put all the money instead of just a check.

APPENDIX V

INTERVIEW SHEET

Interview with the students (before implementation)

The researcher : Apakah kalian pernah belajar spoof text?

The student I : Pernah miss, di semester genap ini juga

The researcher : Coba jelaskan apa itu spoof text?

The student I : Spoof text itu hal yang lucu miss

The student II : spoof text itu isi ceritanya lucu miss

The researcher : Hal apa yang membuat kalian susah dalam menulis, terutama spoof text?

The student I : Susah menggabungkan idea nya miss

The student II : Ga tau vocabulary nya miss

The Student III : Susah buat kalimatnya miss

The students IV : Ga tau cara mulai nulisnya miss

Interview with the students (after implementation)

The researcher : What do you think about spoof text?

The student I : Spoof text adalah sebuah teks yang menceritakan tentang kejadian yang telah lalu dan berakhir lucu.

The student II : Spoof text adalah ending ceritanya lucu dan kejadiannya sudah belalu miss.

The researcher : Bagaimana menurut kalian setelah belajar spoof text dengan menggunakan dictogloss technique

The student I : Lebih paham miss, karna dibacakan beberapa kali

The student II : Lebih mudah miss, bisa mengingat juga

Interview with the English Teacher (before implementation)

Researcher : Have you ever taught about spoof text to the students?

Teacher : Yes, I have ever taught them about spoof text

Researcher : What do you think about their spoof text?

Teacher : I think their writing still has low, because their score were very low when they were asked to write spoof text. But there are some of students has good writing.

Researcher : Based on your experience in teaching the students about spoof text, what do you think the problem of the students' find when they were asked to write a spoof text?

Teacher : I think, the most problem they were have difficulties in gathering their idea into writing form, especially in spoof text there are generic structure that the students must know, they do not know how to start writing because they do not have many ideas of to write and the students are afraid to making errors because they have little vocabulary of English.

Interview with the English Teacher (after implementation)

Researcher : What do you think about the learning dictogloss technique, mam?

Teacher : I think dictogloss technique is interesting way to improve students' achievement in writing especially writing spoof text because this technique make the students writing easier and make the students active than before.

Researcher : Do you want to try this technique?

Teacher : Of course I want to try.

Researcher : Thank you for your support and advice mam.

Teacher : Yes, you are welcome.

APPENDIX VI

OBSERVATION SHEET

CYCLE I

No	Aspect	Cycle I	
		Yes	No
1	The teacher ability in opening the class	✓	
2	The teacher explains about spoof text	✓	
3	The teacher gave chance for students to ask about spoof text	✓	
4	The teacher observes students' activities and behavior while teaching learning process runs	✓	
5	The teacher motivates students in teaching learning process	✓	
6	The teacher provides the material clearly	✓	
7	Students listen and pay attention to the teacher explaining spoof text	✓	
8	Students respon to the explanation of teacher	✓	
9	Students enthusiast of in teaching learning process	✓	
10	Students ask the teacher about spoof text	✓	
11	Some of students are still confused about spoof text	✓	
12	Students bravery in giving their opinion		✓
13	Students interaction in the class	✓	
14	Students activeness in group		✓
15	Teacher ability in closing the class	✓	

Medan, 26 May 2018

Known by,

English Teacher

Researcher

Yetti Khairani Hrp, BA

Asthia Enita Pasa

NIM. 34.14.4.020

OBSERVATION SHEET

CYCLE II

No	Aspect	Cycle II	
		Yes	No
1	The teacher ability in opening the class	✓	
2	The teacher explains about spoof text		✓
3	The teacher gave chance for students to ask about spoof text	✓	
4	The teacher observes students' activities and behavior while teaching learning process runs	✓	
5	The teacher motivates students in teaching learning process	✓	
6	The teacher provides the material clearly	✓	
7	Students listen and pay attention to the teacher explaining spoof text	✓	
8	Students respon to the explanation of teacher	✓	
9	Students enthusiast of in teaching learning process	✓	
10	Students ask the teacher about spoof text		✓
11	Some of students are still confused about spoof text		✓
12	Students bravery in giving their opinion	✓	
13	Students interaction in the class	✓	
14	Students activeness in group	✓	
15	Teacher ability in closing the class	✓	

Medan, 26 May 2018

Known by,

English Teacher

Researcher

Yetti Khairani Hrp, BA

Asthia Enita Pasa

NIM. 34.14.4.020

APPENDIX VII

DIARY NOTE

First Meeting (Tuesday, 8 May 2018)

In the first meeting, the researcher introduced herself and explained the purpose of her coming. Some of students looked enthusiastic of the teacher's coming. The researcher interviewed the students about writing especially about spoof text. The students stated that they were have difficulties in gathering their idea into writing form, they do not know how to start writing because they do not have many ideas and the students are afraid to making errors because they have little vocabulary of English.

Second Meeting (Wednesday, 9 May 2018)

The second meeting, the researcher gave an orientation test to the students' basic knowledge about spoof text. The researcher explained the instruction and the question to the students. Then the researcher asked the students to reconstruct a spoof text based on the topic given by the teacher. Most of them have difficulties in developed their idea into writing form and some of them asked some vocabulary to the researcher. After finish it, the researcher collected their worksheet.

From the result of the students, there was four students passed the test and twenty two students failed the test. So, it could be concluded that the students still had difficulties in writing especially writing spoof text.

Third Meeting (Monday, 14 May 2018)

The third meeting was better than before. During the the teaching and learning process, the students gave good response. When the researcher applied the dictogloss technique in teaching learning process all of them paid attention and listened the teacher in front of class even though some of them seemed not serious because they often spoke to their friends. The researcher explained clearly what dictogloss is and what the students are expected to do during dictogloss. The firts time the text is read aloud at normal speed by the researcher, the students only hear. The second time of dictation, the students should take down notes. After the dictation is finished, the students work in groups to produce their own version of the text.

Fourth Meeting (Tuesday, 15 May 2018)

This meeting, the researcher explained to make them remember about the last meetin and tested them for the Post test I. Then the researcher asked the students to reconstruct a spoof text based on the topic given by the researcher. After finish it, the researcher collected their worksheet.

From the result of the students, there was twelve students passed the test and fourteen students failed the test. The result for today shown the improvement.

Fifth Meeting (Monday, 21 May 2018)

In this meeting, the researcher reminded their mistakes at writing spoof text test (To Be, Tenses, etc) from their last test and do not to repeat some mistakes. And gave another example to discuss together. The text is read aloud at normal speed by the researcher, the students only hear. Then the students should take down notes. After the dictation is finished, the students work in groups to produce their own version of the text.

Sixth Meeting (Tuesday, 22 May 2018)

Today was the last meeting. This was the Post test II day. Then the researcher asked the students to reconstruct a spoof text based on the topic given by the researcher. After finish it, the researcher collected their worksheet.

The students' score was better than Pre test and Post test I. From the result of the students, there was twenty one students passed the test and five students failed the test. Then the researcher motivated them to love English everyday especially writing skill. I am so happy that they like the way I teach in the class.

APPENDIX VIII

DOCUMENTATION



